**Virginia Educational Technology Advisory Committee**
**Annual Report—2002-2003**

## Mission

Virginia Educational Technology Committee (VETAC) is dedicated to serving the commonwealth's educational community by advising the Board of Education through the Superintendent of Public Instruction on educational technology matters. This role includes, but is not limited to, providing information and recommendations to local school divisions and to the Department of Education on technology policy and funding.

## Membership

VETAC members represent a broad constituency of technology stakeholders in the public and private arena. Each member serves as an advocate for technology in the educational setting and as a conduit for communication between VETAC and the member's parent organization or affiliation.

## Activities

VETAC strives to remain knowledgeable of current and new technology applications that have potential for improving student learning and providing essential educational services. Toward that end, the committee considered a number of issues during its 2002-2003 calendar. Among the topics of discussion were the following:

### State Technology Plan

Virginia Department of Education staff continually updated the full committee on the progress of the State Technology Plan. A number of VETAC members served on various State Technology Plan development committees. They participated in either the writing or review of the various components of the state plan. The plan represents a comprehensive blueprint for the integration of technology at the state level. The targets are ambitious, but reachable. The plan also provides strategic directions for school divisions to reach those targets. VETAC was pleased with the adoption of the plan by the Board of Education and look forward to supporting its implementation.

### Technology Standards for School Administrators

VETAC has long supported technology standards for those involved in educating Virginia's children; however, with the approaching full compliance deadline of July 1, 2003, there continue to be concerns that Technology Standards for Instructional Personnel do not sufficiently address the unique challenges faced by division and school administrators. At its May meeting, VETAC adopted the following statement and recommendation:

*Current Technology Standards for Instructional Personnel (TSIP) do not address technology standards for administrators or educational leaders. New standards for administrators should be developed that reflect their technology leadership, management, evaluation and program responsibilities. The ISTE NETS Standards could serve as a model for development of the Virginia Standards for Administrators.*

## Advisory Board for Teacher Education and Licensure (ABTEL) Representation

In an effort to become more involved in promoting continued emphasis on technology standards for instructional personnel and to guide adoption of relevant technology standards for administrators, VETAC submitted the names of two of its members for consideration for appointment to the Advisory Board for Teacher Education and Licensure (ABTEL). While neither nomination was accepted for appointment, VETAC will continue to promote the use of identified standards for school personnel and will continue to petition for ABTEL representation.

## No Child Left Behind

The complexities of provisions of the No Child Left Behind Act of 2001 continue to be a major subject of discussion across the commonwealth and for VETAC. Throughout the year, VDOE staff provided clarifying information about the NCLB requirements and the EdTech Program. Having this information better positioned committee members to communicate to their constituencies the VDOE interpretations and implementation of the NCLB and EdTech regulations.

## SOL Technology Initiative

At each meeting this year, VDOE staff provided reports about progress being made to meet the 2004 target for full implementation of the SOL technology initiative. This information, tempered with adjustments necessitated by state budget constraints and buoyed by Virginia's *head start* toward meeting NCLB's academic assessment requirements, provided insight that allowed VETAC members to keep their parent organizations informed about the scope of development and implementation.

## Student Computer Literacy

State budget constraints pitted against one No Child Left Behind requirement created much committee discussion. The state, acting under the need for budget cuts, withdrew funding for grade 5 and grade 8 technology standards assessments; NCLB, providing funding for educational technology, required documentation of student technology literacy by grade 8. The committee agreed that the multiple-choice testing of technology literacy was not an ideal measurement approach, but the removal of this assessment tool caused much

angst and led members to request state guidance for meeting the NCLB requirement. VETAC has established a taskforce to examine and catalogue methods and approaches by which local divisions can document student technology literacy.

### *Staffing for Technology: Integration and Support*

For some years, Virginia has provided funding for technology infrastructure and equipment through technology initiative grants. Funds for these grants have come from the sale of state bonds. State support and funding for equipment and infrastructure have greatly benefited the technology environment in schools in the commonwealth. However, restrictions of this funding source do not allow for funds to be spent for personnel. Research reveals that instructional and technology support staffing is a critical element in the successful integration of technology. VETAC supported a recommendation that revisions in the Standards of Quality include guidelines for both technical and instructional support for technology.

### *VETAC Leadership Award*

VETAC annually recognizes a committee member who has demonstrated exceptional leadership, significant VETAC participation, and exemplary commitment to the missions and goals of VETAC. The 2002-2003 recipient was Robert Mullen from the Virginia Beach City Public Schools. Mr. Mullen is the VETAC representative for large school divisions. Over the years, Mr. Mullen has served VETAC in a number of capacities including serving as VETAC chairperson. He has provided, and continues to provide, strong support for educational technology in schools and classrooms across the Commonwealth.

## Experiences

### *Matoaca High School Site Visit*

In a continuing effort to investigate examples of technology enriched school settings, VETAC held its first meeting of the 2002-2003 year at the newly constructed Matoaca High School in Chesterfield County. The facility was designed and organized to take full advantage of technology resources. The school issues each student a personal laptop computer that can be used individually or over a network via docking stations in each classroom, in the cafeteria, and in other spaces throughout the school facility. Teachers, students, and parents have greater access to each other through such an integrated network. All areas throughout the school—the office, the media center, the auditorium, physical education areas, *etc.*—have capabilities to use appropriate and exciting technologies.

*Videoconferencing Demonstration*

At its second meeting of the year, VETAC received an introduction to videoconferencing possibilities through a demonstration of the Virginia K-12 Videoconference Network. Centralized videoconferencing sites are available in each of the Superintendent's Regional Study Groups; additional sites are being installed in school divisions across the state.

*NCLB Data Collection*

At the third meeting of the year, VDOE staff provided VETAC information about the Performance-Based Data Management Initiative (PBDMI) that the state is exploring to meet the increased demands for data collection promulgated by NCLB. The Performance-Based Data Management Initiative is based on the principle *collect once and share*.

## Future Endeavors

The coming year offers new and continuing areas of focus for VETAC.

- VETAC will monitor implementation and implications of the newly adopted state technology plan.

- VETAC will explore options for school divisions to meet the NCLB requirement to document student technology proficiency.

- VETAC will support adoption of technology standards for school administrators and educational leaders.

- VETAC will monitor provisions in the revised Standards of Quality and their impact on the state and school technology environment.

- VETAC will continue to stay abreast of NCLB requirements and their concomitant implications for the technology environment in Virginia public schools.

- VETAC will continue to monitor implementation of the Standards of Learning Technology Initiative.

- VETAC will continue to visit sites that offer examples of technology use and integration in an educational environment.

- VETAC will continue to offer the Superintendent of Public Instruction advice and suggestions related to educational technology.